Principal Advisory Council (PrAC)

December 8, 2020
1:00 p.m. to 3:00 p.m.

Second Quarter Meeting

Dr. Jason Glass, KDE Commissioner
Paul Prater, PrAC Liaison

TEAM KENTUCKY

Please share video if possible and mute yourself unless speaking.

Kentucky Department of Education — Our Children, Our Commonwealth

I. Welcome

Dr. Jason Glass, Commissioner, Kentucky Department of Education

TEAM KENTUCKY

Please share video if possible and mute yourself unless speaking.

ROLL CALL

Please unmute your microphone and enable your camera to introduce yourself.

Membership List

Michelle Curtis - Perry County High School
Byron Darnall - Franklin Simpson High School
Lester Diaz - Frederick Douglas High School
Melanie Erwin - Bath County High School
Tamala Howard - Uniontown Elementary
Jennifer Hutchison - Picadome Elementary
Bryne Jacobs - Lafayette High School
Michael Kelly - Valley High School
Robert King - College View Campus
Darla Payne - Ockerman Middle School
Lisa Perdue - Cumberland County Elementary
Kym Rice - Academy at Shawnee
Toyah Robey - Kentucky School for the Deaf
Kevin Cook - CTE/ATC Representative
Peggy Sinclair-Morris - Kentucky School for the Blind
Shervita West-Jordan - Brandeis Elementary

Please share video if possible and mute yourself unless speaking.

II. Approve Minutes from October 8, 2020 1st Quarter Meeting

Paul Prater
Office of Educator Licensure and Effectiveness
Division of Educator Preparation and Certification
Kentucky Department of Education

TEAM KENTUCKY

Approve 1st Quarter 2020 Summary Minutes

Please take a moment to review the 1st Quarter (October 8, 2020) Summary Minutes

- ❑ Motion to accept (Unmute and announce your name and motion)
- ❑ Second (Unmute and announce your name and second)
- ❑ All in favor, please type “approve” in chat feature.

Link to October 8, 2020 Meeting Summary

Digital Sign In

PrAC Members: Please access the digital sign in by clicking on the provided link in the chat feature.

PrAC Attendance Check-In

Please enter your information:

* Required

Attendance Date: *

- October 8, 2020
- December 8, 2020
- March 16, 2021
- June 3, 2021

Work Email *

Select today's date and complete the form.

III. Kentucky Academic Standards for World Languages

Krista Hall, Office of Teaching and Learning,
Kentucky Department of Education

Guiding Questions:

Do you agree with the key points of the writer's vision statement?

Should the key points of the writer's vision statement be weighted equally, or should specific points be more emphasized?

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Kentucky Department of Education
Our Children, Our Commonwealth

Guiding Questions

- Do you agree with the key points of the writer's vision statement?
- Should the key points of the writer's vision statement be weighted equally, or should specific points be more emphasized?

KRS 158.6453 Standards Revision Requirements

The standards revision to the content standards shall:

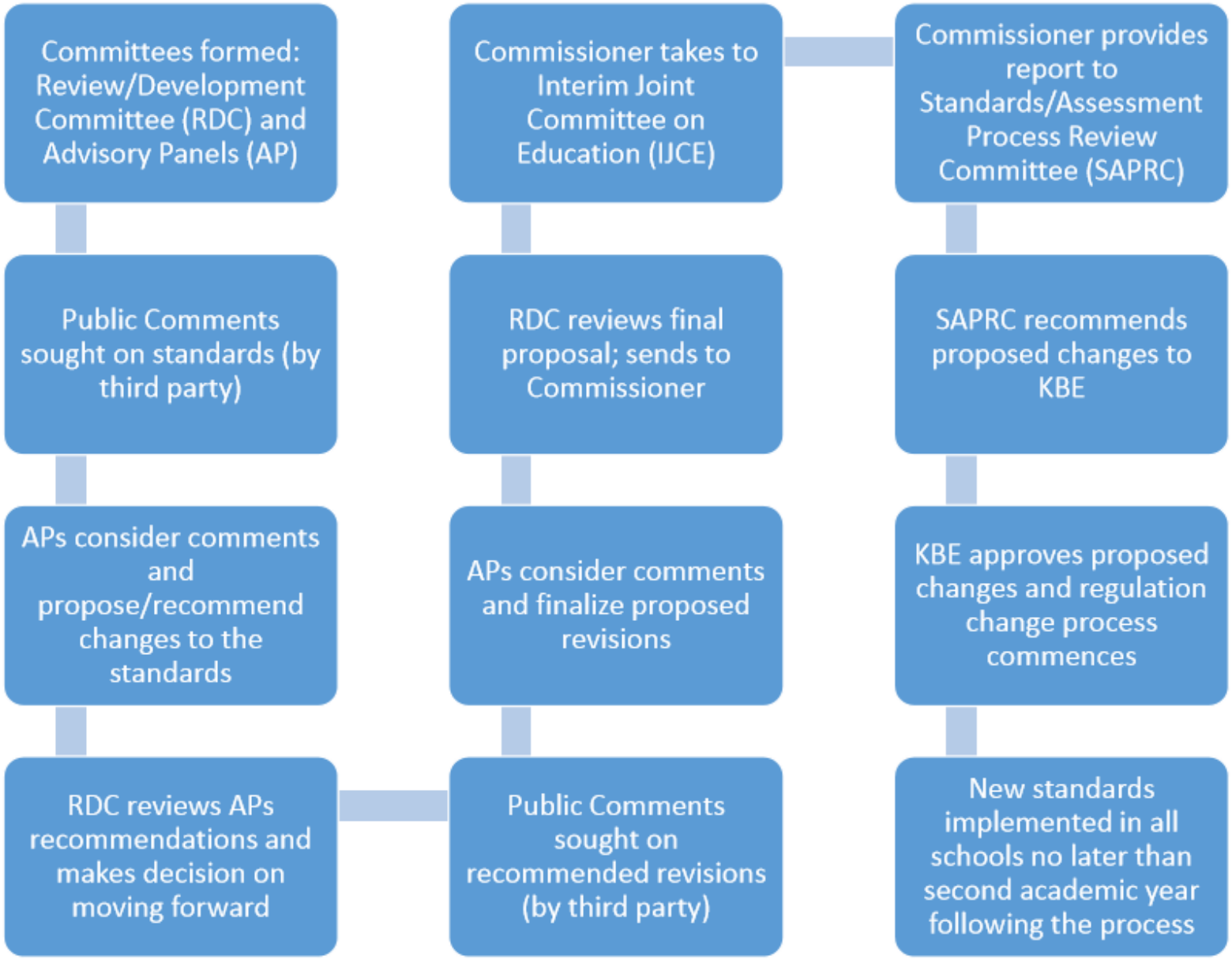
- Focus on critical knowledge, skills, and capacities needed for success in the global economy;
- Result in fewer but more in-depth standards to facilitate mastery learning;
- Communicate expectations more clearly and concisely to teachers, parents, students and citizens;

KRS 158.6453 Standards Revision Requirements

The standards revision to the content standards shall (continued):

- Be based on evidence-based research;
- Consider international benchmarks; and
- Ensure that the standards are aligned from elementary to high school to postsecondary education so students can be successful at each education level.

Standards (and Assessments) Review Process – to occur every 6 years



Draft *Kentucky Academic Standards for World Language*

KAS for World Language Timeline Overview

- **August/September 2019** – Open standards for public comment/feedback
- **January/February 2020**– Initial World Language Advisory Panel (AP) meetings
- **March** – Initial World Language Review Committee (RC) meetings
- **May/June** – World Language AP meet for review and revision; World Language RC meet for review and revision
- **August/September** – Open draft World Language standards for public comment/feedback
- **October** – Finalize draft World Language standards
- **December** – First reading by Kentucky Board of Education

Writer's Vision Statement

- Provide equitable opportunities and capabilities to use language and cultural knowledge;
- Ensure a rich exposure and understanding of both people, places and practices of the target culture;
- Empower students to become individuals who are inquirers, empathetic, risk-takers, reflexive and good communicators; and
- Intentionally push the focus of culture to the core of the language learning experience.

Draft *Kentucky Academic Standards for World Language*

Highlights:

- ✔ The progression was based upon the ACTFL proficiency levels and the NCSSFL-ACTFL can-do statements. The progressive nature of language acquisition forms through proficiency levels from Novice to Intermediate to Advance.
- ✔ Use culturally appropriate verbal and nonverbal skills to build relationships with people of different cultures.
- ✔ Intentionally push the focus of culture to the core of the language learning experience; the global competencies are highlighted in more detail, and sample topics related to equity are specifically included.

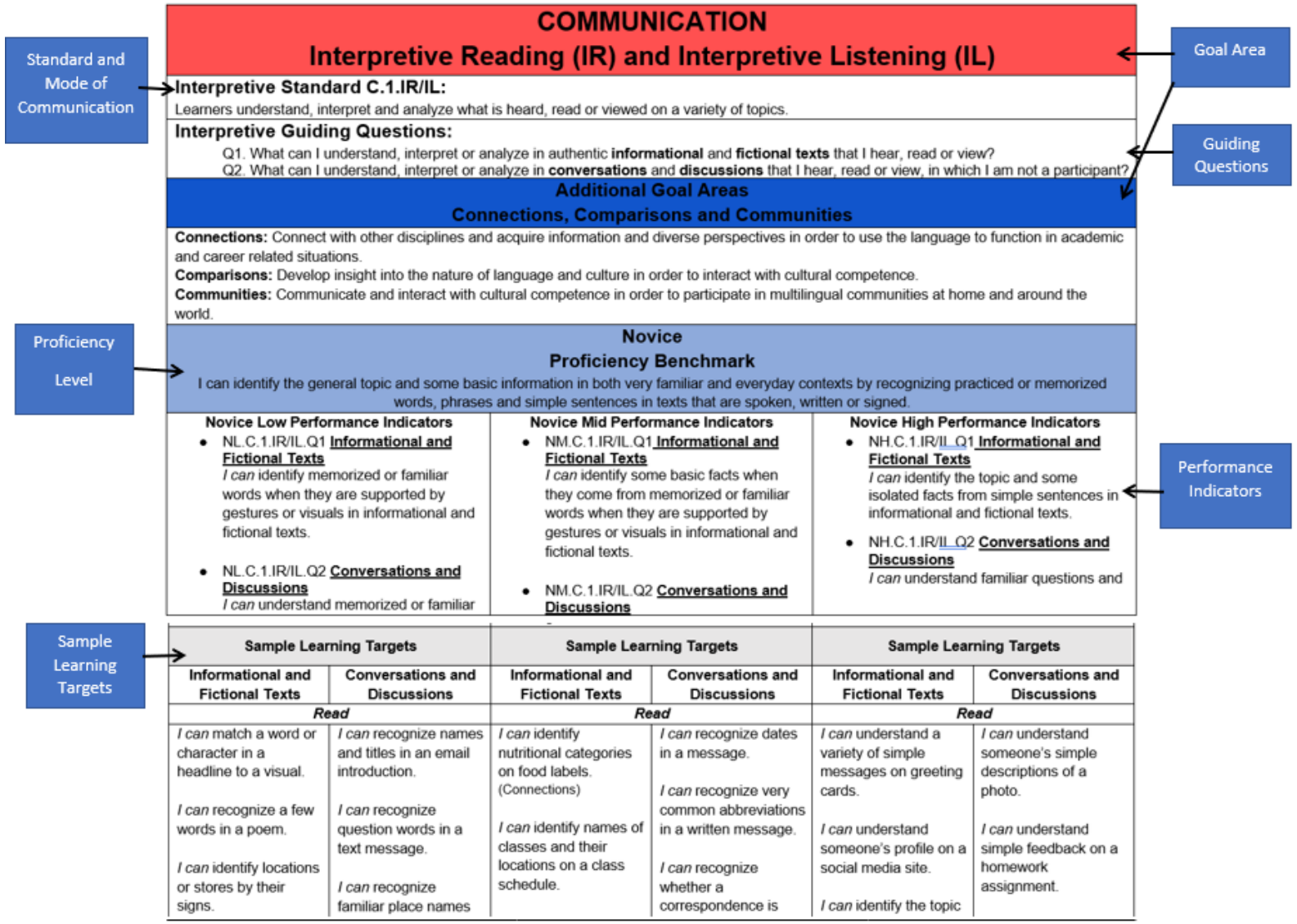
Draft *Kentucky Academic Standards for World Language*

Highlights:

- ✔ Sample learning targets integrate the additional goal areas of Connections, Comparisons and Communities within a variety of categories.
- ✔ Align to the American Sign Language learning, language has been introduced to account for receptive and expressive signing. These have been included in sub-headings for sample learning targets in interpretive as “viewed,” interpersonal as “signing” and presentational as “signed.”

Draft *Kentucky Academic Standards for World Language*

How to Read the World Language Standards



COMMUNICATION
Interpretive Reading (IR) and Interpretive Listening (IL)

Interpretive Standard C.1.IR/IL:
Learners understand, interpret and analyze what is heard, read or viewed on a variety of topics.

Interpretive Guiding Questions:
Q1. What can I understand, interpret or analyze in authentic **informational** and **fictional texts** that I hear, read or view?
Q2. What can I understand, interpret or analyze in **conversations** and **discussions** that I hear, read or view, in which I am not a participant?

Additional Goal Areas
Connections, Comparisons and Communities

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.
Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.
Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

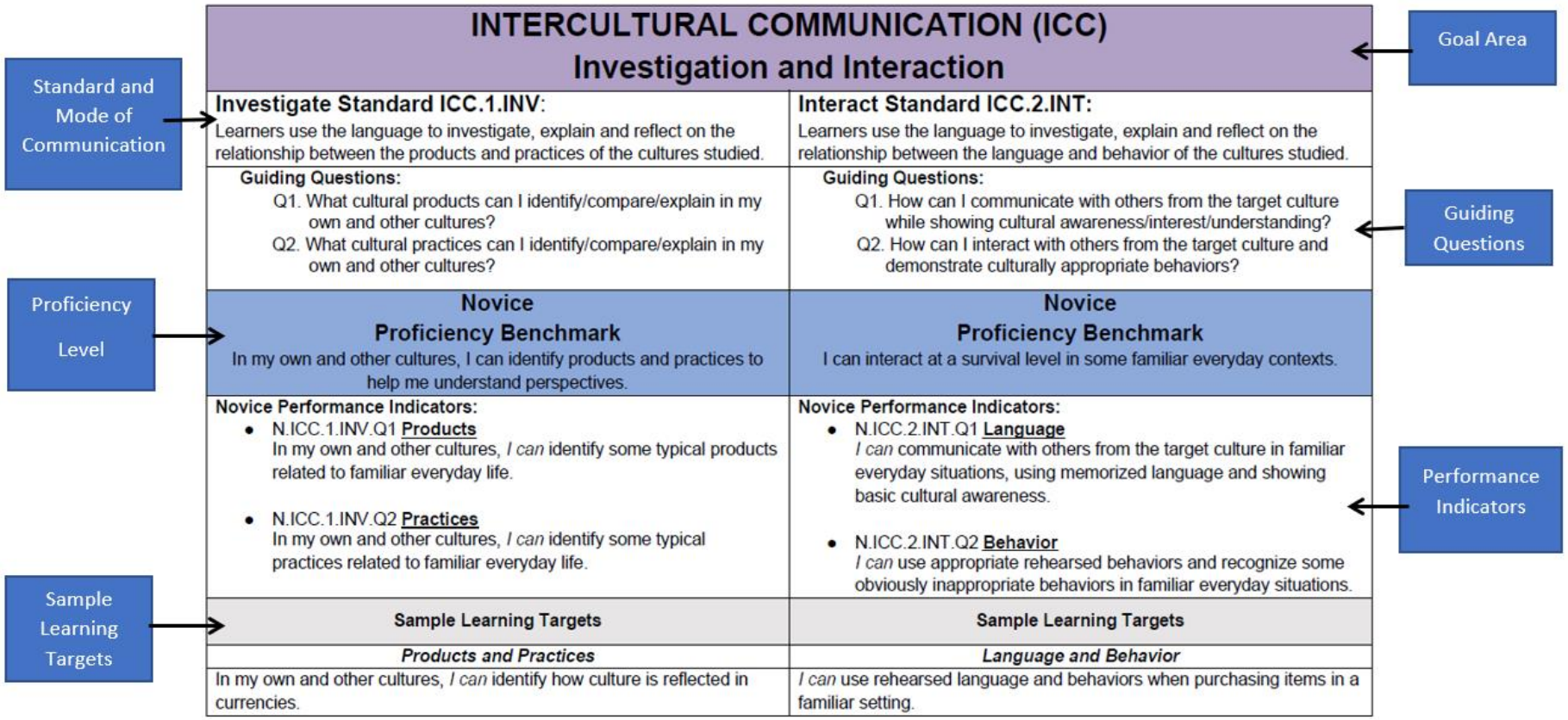
Novice
Proficiency Benchmark
I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases and simple sentences in texts that are spoken, written or signed.

Novice Low Performance Indicators	Novice Mid Performance Indicators	Novice High Performance Indicators
• NL.C.1.IR/IL.Q1 **Informational and Fictional Texts** *I can* identify memorized or familiar words when they are supported by gestures or visuals in informational and fictional texts. • NL.C.1.IR/IL.Q2 **Conversations and Discussions** *I can* understand memorized or familiar	• NM.C.1.IR/IL.Q1 **Informational and Fictional Texts** *I can* identify some basic facts when they come from memorized or familiar words when they are supported by gestures or visuals in informational and fictional texts. • NM.C.1.IR/IL.Q2 **Conversations and Discussions**	• NH.C.1.IR/IL.Q1 **Informational and Fictional Texts** *I can* identify the topic and some isolated facts from simple sentences in informational and fictional texts. • NH.C.1.IR/IL.Q2 **Conversations and Discussions** *I can* understand familiar questions and

Sample Learning Targets		Sample Learning Targets		Sample Learning Targets	
Informational and Fictional Texts	**Conversations and Discussions**	**Informational and Fictional Texts**	**Conversations and Discussions**	**Informational and Fictional Texts**	**Conversations and Discussions**
Read		***Read***		***Read***	
I can match a word or character in a headline to a visual. *I can* recognize a few words in a poem. *I can* identify locations or stores by their signs.	*I can* recognize names and titles in an email introduction. *I can* recognize question words in a text message. *I can* recognize familiar place names	*I can* identify nutritional categories on food labels. (Connections) *I can* identify names of classes and their locations on a class schedule.	*I can* recognize dates in a message. *I can* recognize very common abbreviations in a written message. *I can* recognize whether a correspondence is	*I can* understand a variety of simple messages on greeting cards. *I can* understand someone's profile on a social media site. *I can* identify the topic	*I can* understand someone's simple descriptions of a photo. *I can* understand simple feedback on a homework assignment.

Draft *Kentucky Academic Standards for World Language*

How to Read the World Language Standards



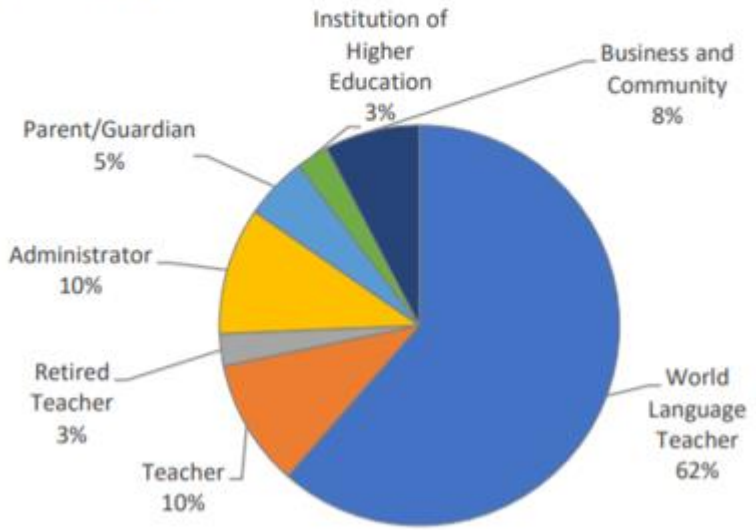
INTERCULTURAL COMMUNICATION (ICC) Investigation and Interaction	
Investigate Standard ICC.1.INV: Learners use the language to investigate, explain and reflect on the relationship between the products and practices of the cultures studied.	**Interact Standard ICC.2.INT:** Learners use the language to investigate, explain and reflect on the relationship between the language and behavior of the cultures studied.
Guiding Questions: Q1. What cultural products can I identify/compare/explain in my own and other cultures? Q2. What cultural practices can I identify/compare/explain in my own and other cultures?	**Guiding Questions:** Q1. How can I communicate with others from the target culture while showing cultural awareness/interest/understanding? Q2. How can I interact with others from the target culture and demonstrate culturally appropriate behaviors?
Novice **Proficiency Benchmark** In my own and other cultures, I can identify products and practices to help me understand perspectives.	**Novice** **Proficiency Benchmark** I can interact at a survival level in some familiar everyday contexts.
Novice Performance Indicators: • N.ICC.1.INV.Q1 **Products** In my own and other cultures, *I can* identify some typical products related to familiar everyday life. • N.ICC.1.INV.Q2 **Practices** In my own and other cultures, *I can* identify some typical practices related to familiar everyday life.	**Novice Performance Indicators:** • N.ICC.2.INT.Q1 **Language** *I can* communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. • N.ICC.2.INT.Q2 **Behavior** *I can* use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.
Sample Learning Targets	**Sample Learning Targets**
Products and Practices	***Language and Behavior***
In my own and other cultures, *I can* identify how culture is reflected in currencies.	*I can* use rehearsed language and behaviors when purchasing items in a familiar setting.

Public Feedback/Comment Survey Results

Public Comment Period: Survey Details and Respondent Roles

Respondent Information

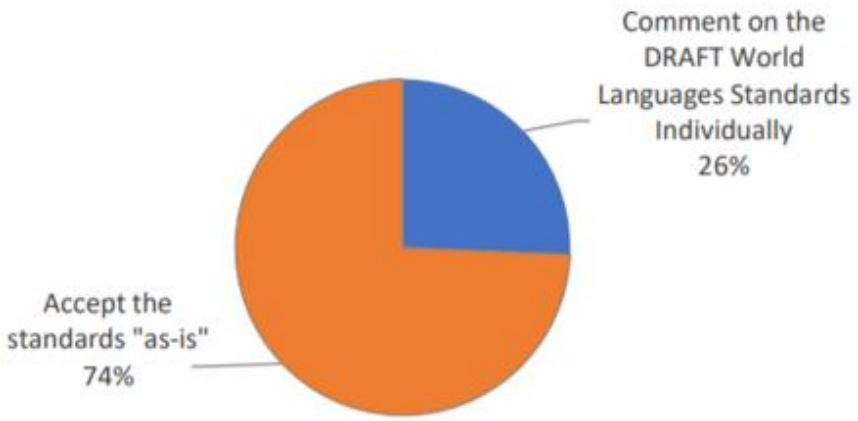
Which role best describes your affiliation with KY public schools? (39 responses)



Respondent's Affiliation	%
World Language Teacher	61.5
Teacher	10.3
Retired Teacher	2.6
Administrator	10.3
Parent/Guardian	5.1
Institution of Higher Education	2.6
Business and Community	7.7

Public Comment Period: Accept Standards "as-is"

How would you like to provide feedback to the DRAFT World Languages standards?
(39 responses)



Type of Feedback	%
Comment on the DRAFT World Language Standards Individually	25.6
Accept the Standards "as is"	74.3

- 74% accepted the standards "as-is"

Public Feedback and Additional Comments

Suggestions and Recommendations:

- Streamline and simplify the document
- Place Intercultural Communication Standards (ICC) standards before the Communication standards
- Include a framework in the Investigation standards
- Review the language of the Interaction standard

Additional Feedback Sought from Various Groups

- Student Advisory Council
- School Curriculum Assessment Accountability Council
- State Advisory Council for Gifted and Talented Education
- State Advisory Council for Exceptional Children
- Local Superintendents Advisory Council
- Principal Advisory Council
- Teacher Advisory Council
- Two focus groups also were conducted in November 2020 to gather feedback from (1) student representatives (Fayette County) and (2) Kentucky World Language Association (KWLA) representatives.

Writer's Vision Statement

- Provide equitable opportunities and capabilities to use language and cultural knowledge;
- Ensure a rich exposure and understanding of both people, places and practices of the target culture;
- Empower students to become individuals who are inquirers, empathetic, risk-takers, reflexive and good communicators; and
- Intentionally push the focus of culture to the core of the language learning experience.

Draft *Kentucky Academic Standards for World Language*

Questions?

IV. Accountability Changes

Jennifer Stafford and Jenni Larkins, Office of Assessment and Accountability,
Division of Assessment and Accountability Support,
Kentucky Department of Education

Guiding Question: What feedback might you provide regarding the proposed changes to accountability as this topic goes before the Kentucky Board of Education?

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Of the amendments and recommendations to the regulation 703 KAR 5:270, what are your thoughts, opinions, and reactions?

Senate Bill 158 (2020)

Impact of SB 158 (2020)

- Senate Bill 158 (2020) makes significant changes to the statewide accountability system and the achievement gap definition.
- Changes include:
  - Performance-based on a combination of academic and school quality indicators and measures known as “state indicators.” SB 158 exclusively lists these indicators.
  - Requires state indicators be evaluated on “status” and “change” and defines the terms.
  - Requires a school's overall performance, status and change to be displayed on an online dashboard.

Status and Change for State Indicators

Senate Bill (SB) 158 stipulates that school performance must be measured exclusively for the designated indicators.

- **Status**, which is defined as the annual school-level summary based on student performance that year, and
- **Change**, which is defined as the difference between one year's Status score and the subsequent year's Status score, e.g., 2022 State Assessment Results for Reading and Mathematics (Proficiency) compared to 2021 State Assessment Results for Reading and Mathematics (Proficiency).

State Indicators

- State Assessment Results in Reading and Mathematics (E/M/H)
- State Assessment Results in Science, Social Studies and Writing (E/M/H)
- English Learner Progress Toward English Language Proficiency (E/M/H)
- Quality of School Climate and Safety (E/M/H)
- Postsecondary Readiness (High School Only)
- Graduation Rate (High School Only)

Summary of Regulation Changes

- Alignment of language and requirements to SB 158 (2020)
- Alignment of language in regulation to process for dual credit data collection for academic and career readiness
- Recommendations to KBE based on guidance and discussion from Nov. 6 meeting
  - Status and Change for indicators;
  - Weights and combining performance; and
  - English learner progress indicator with flexibilities; and
  - Minimum-n count.
- Connects reporting requirements in Section 5 to Kentucky's Consolidated State Plan

Combining Status and Change

Comparison 5 x 5 Colored Tables

Recommended Change

Status

LEVEL	Declined Significantly from Prior Year	Declined from Prior Year	Maintained from Prior Year	Increased from Prior Year	Increased Significantly from Prior Year
Very High in Current Year	Box C				Box B
High in Current Year					
Medium in Current Year					
Low in Current Year					
Very Low in Current Year	Box A				Box D

Alternative

LEVEL	Declined Significantly from Prior Year	Declined from Prior Year	Maintained from Prior Year	Increased from Prior Year	Increased Significantly from Prior Year
Very High in Current Year	Box C				Box B
High in Current Year					
Medium in Current Year					
Low in Current Year					
Very Low in Current Year	Box A				Box D

As defined in SB 158, KDE and LSAC will approve the numerical cut scores that move performance from one cell to another.

Weights and Overall Designation

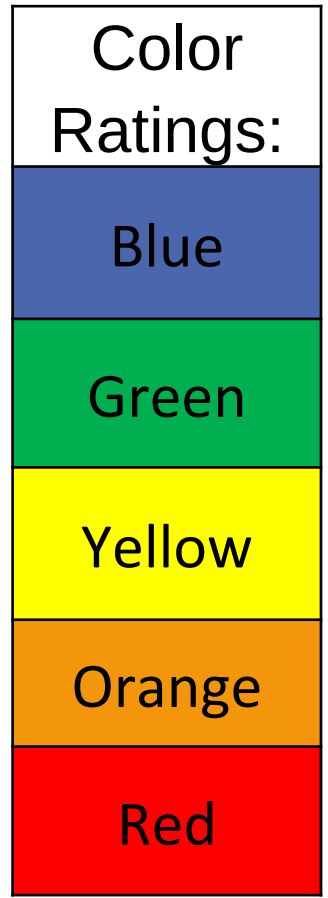
Proposed Overall Accountability Weights

Overall Accountability Weights						
	State Assessment Results (Reading and Mathematics)	State Assessment Results (Science, Social Studies and Writing)	English Learner Progress	Quality of School Climate and Safety	Postsecondary Readiness	Graduation Rate (4- and 5-year cohort)
Elementary Schools	51	40	5	4	–	—
Middle Schools	46	45	5	4	–	–
High Schools	45	20	5	4	20	6

Federal law requires the greatest emphasis on Reading and Mathematics and English Language progress at elementary and middle schools. At high school, federal law requires emphasis on Reading and Mathematics and Graduation Rate.

Proposed Overall Designations

- An overall performance rating for elementary, middle and high schools reported using a color rating system to communicate performance of schools, with red being the lowest rating and blue being the highest rating
- Color ratings to include five performance levels from highest to lowest, Blue, Green, Yellow, Orange and Red



Minimum N Count

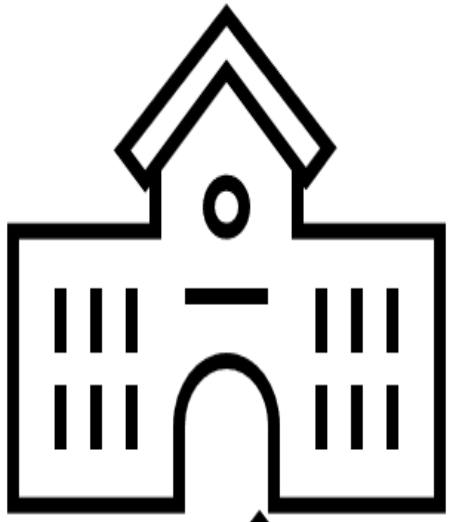
Minimum N Count

Under the *Every Student Succeeds Act* (ESSA), states are responsible for setting the minimum number of students needed to form a student demographic group for federal accountability and reporting purposes.

Proposed Minimum N-Count of 30
All Students per School or Student Group

- Emphasize more reliability and less inclusion, while keeping the system very simple (e.g., implement a single rule about n-size, such as increase the minimum-n to 30 per school/student group)
- Continue to report in the School Report Card (SRC) at 10 per grade
- Kentucky reports by school level (elementary, middle and high)

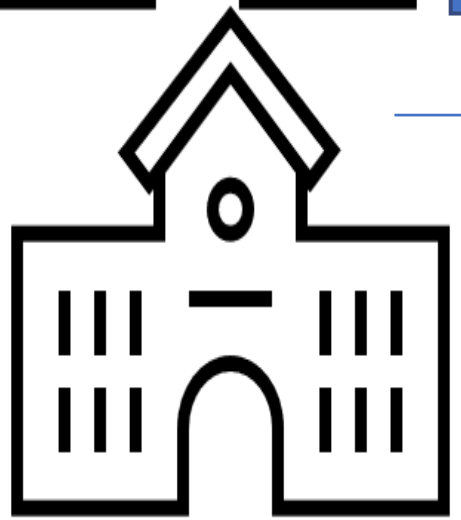
Recommended N-Count
All Students per School or Student Group



Reading and Mathematics (Grades 3-5)
N-Count = 30 Example

- Grade 3 – 5 students
- Grade 4 – 10
- Grade 5 – 25 students

Exceeds 30 total students
Indicator *is included* in Accountability



- Grade 3 – 5 students
- Grade 4 – 10
- Grade 5 – 5 students

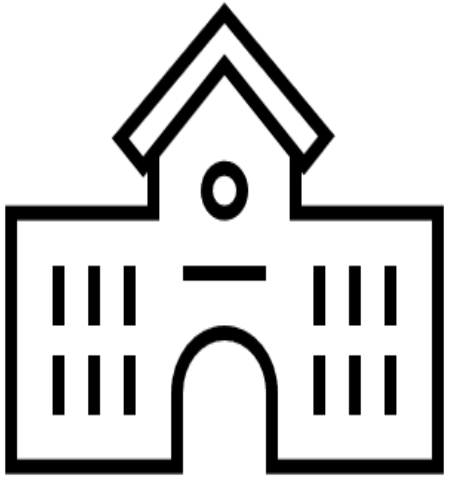
Less than 30 total students,
Indicator *is NOT included* in Accountability

Note: N-Count larger than 30 may be problematic to get approved from USED.

Recommended N-Count (continued)

All Students per School or Student Group

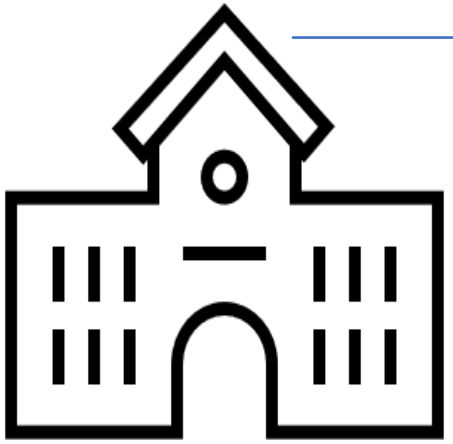
Science (grade 4), Social Studies and Writing (grade 5)
N-Count = 30 Examples



Grade 4 – 35

Grade 5 – 5 students

Exceeds 30 total students
Indicator *is included* in Accountability



Grade 4 – 5 students

Grade 5 – 5 students

Less than 30 total students,
Indicator *is NOT included* in Accountability

Note: N-Count larger than 30 may be problematic to get approved from USED.

Accountability Regulation 703 KAR 5:270 Tentative Timeline

- **Aug. 2020 --** Overview of SB 158 changes with Kentucky Board of Education (KBE)
- **Oct. 2020 --** Direction and guidance from KBE on accountability regulation
- **Dec. 2020 --** 1st reading; Amendments to Accountability Regulation
- **Feb. 2021 --** 2nd reading; Amendments to Accountability Regulation
- **Mar.- Apr. 2021 --** 60-day public comment period
- **June 2021 --** Statement of Consideration and Possible Additional Amendments to 703 KAR 5:270 to the KBE
- If approved by the KBE, the regulation will move through the legislative committees in Summer 2021.

Division of Assessment and Accountability Support

Contact Information

- KDE DAC Information dacinfo@education.ky.gov (502) 564-4394

V. Remote Instruction Resources

Stacy Noah, Office of Educator Licensure and Effectiveness,
Division of Educator Preparation and Certification,
Kentucky Department of Education

Guiding Question: How might schools use supplemental resources to maximize the effectiveness of remote teaching?

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Kentucky Department of Education
Our Children, Our Commonwealth

Teachers and Other Professionals
Principal
Certified Evaluation Planning

GROWTH AND EVALUATION

Certified Evaluation Planning

Published: 10/22/2020 9:51 AM

COVID-19 Resources for Certified Evaluation Planning (CEP)

Certified Evaluation Plan (CEP) Modifications due to COVID-19
SB 177 signed into law on March 24, 2020, provides:

Section 8. Notwithstanding KRS 156.557 and 704 KAR 3:370, for the 2019-2020 school year, a local board of education may revise the district's certified evaluation plan due to the COVID-19 public health emergency.

In response to the COVID-19 public health crisis, SB 177 allows Kentucky school districts the ability to modify the district's Certified Evaluation Plan (CEP) for the 2019-2020 school year. The CEP can be modified to address the needs of the district during this time. CEP's modified for the 2019-2020 school year, only require local school board approval. **KDE approval is not required.**

What if the District is unable to follow the procedures established in the Certified Evaluation Plan due to the COVID-19 closures?

The CEP can be modified to address the needs of the district during this time. KDE recommends districts consider their needs related to evaluation and make changes appropriately for what works best for their educators. The modified CEP must be approved by the local school board.

What changes can be made to the CEP to ensure evaluations are completed this year?

New Resources for 2020

Danielson Group Remote Teaching Guide

KY PSEL Growth & Evaluation Tool

Assurances Document

KY PSEL Professional Learning Series

New Resource

THE DANIELSON GROUP

THE FRAMEWORK FOR remote TEACHING

LINK IN CHAT

One hour session

450 registered
315 attended
70% attendance rate

~Additional sessions, as requested

Domain 1 Planning & Preparation

- A. Demonstrating Knowledge of Content and Pedagogy
  - i. Knowledge of Content and the Structure of the Discipline
  - ii. Knowledge of Prerequisite Relationships
  - iii. Knowledge of Content-Related Pedagogy
- B. Demonstrating Knowledge of Students
  - i. Knowledge of Child and Adolescent Development
  - ii. Knowledge of the Learning Process
  - iii. Knowledge of Students' Skills, Knowledge, and Language Proficiency
  - iv. Knowledge of Students' Interests and Cultural Heritage
  - v. Knowledge of Students' Special Needs
- C. Selecting Instructional Outcomes
  - i. Value, Sequence, and Alignment
  - ii. Clarity
  - iii. Balance
  - iv. Suitability for Diverse Learners
- D. Demonstrating Knowledge of Resources
  - i. Resources for Classroom Use
  - ii. Resources to Extend Content Knowledge and Pedagogy
  - iii. ~~Resources for Students~~
- E. Designing Coherent Instruction
  - i. Learning Activities
  - ii. Instructional Materials and Resources
  - iii. Instructional Groups
  - iv. Lesson and Unit Structure
- F. Designing Student Assessment
  - i. Congruence with Instructional Outcomes
  - ii. Criteria and Standards
  - iii. Design of Formative Assessments
  - iv. Use for Planning

Domain 2 Classroom Environment

- A. Creating an Environment of Respect and Rapport
  - i. Teacher Interaction with Students
  - ii. Student Interactions with One Another
- B. Establishing a Culture for Learning
  - i. Importance of the Content
  - ii. Expectations for Learning and Achievement
  - iii. ~~Student Pride in Work~~
- C. Managing Classroom Procedures
  - i. Management of Instructional Groups
  - ii. Management of Transitions
  - iii. Management of Materials and Supplies
  - iv. Performance of Non-Instructional Duties
  - v. Supervision of Volunteers and Paraprofessionals
- D. Managing Student Behavior
  - i. Expectations
  - ii. Monitoring of Student Behavior
  - iii. Response to Student Misbehavior
- E. Organizing Physical Space
  - i. Safety and Accessibility
  - ii. Arrangement of Furniture and Use of Physical Resources

Domain 3 Instruction

- A. Communicating with Students
  - i. Expectations for Learning
  - ii. Directions and Procedures
  - iii. Explanation of Content
  - iv. ~~Use of Oral and Written Language~~
- B. Using Questioning and Discussion Techniques
  - i. Quality of Questions
  - ii. Discussion Techniques
  - iii. ~~Student Participation~~
- C. Engaging Students in Learning
  - i. Activities and Assignments
  - ii. Grouping of Students
  - iii. Instructional Materials and Resources
  - iv. ~~Structure and Pacing~~
- D. Using Assessment in Instruction
  - i. Assessment Criteria
  - ii. Monitoring of Student Learning
  - iii. Feedback to Students
  - iv. Student Self-Assessment and Monitoring of Progress
- E. Demonstrating Flexibility and Responsiveness
  - i. Lesson Adjustment
  - ii. Response to Students
  - iii. Persistence

Domain 4 Professional Responsibilities

- A. Reflecting on Teaching
  - i. Accuracy
  - ii. Use in Future Teaching
- B. Maintaining Accurate Records
  - i. Student Completion of Assignments
  - ii. Student Progress in Learning
  - iii. ~~Non-Instructional Records~~
- C. Communicating with Families
  - i. Information About the Instructional Program
  - ii. Information About Individual Students
  - iii. Engagement of Families in the Instructional Program
- D. ~~Participating in a Professional Community~~
  - i. Relationships with Colleagues
  - ii. Involvement in a Culture of Professional Inquiry
  - iii. Service to the School
  - iv. Participation in School and District Projects
- E. Growing and Developing Professionally
  - i. Enhancement of Content Knowledge and Pedagogical Skill
  - ii. Receptivity to Feedback from Colleagues
  - iii. Service to the Profession
- F. Demonstrating Professionalism
  - i. Integrity and Ethical Conduct
  - ii. Service to Students
  - iii. Advocacy
  - iv. Decision Making

Compliance with School and District Regulations

Research, observations, and conversations with experts and practitioners led to a narrower set of components.

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01

Knowing and Valuing Your Students

Begin by deeply understanding your students' identities and assets; their current context and needs; and how to best support their social, emotional, and academic development in partnership with families and caregivers (Components 1b and 4c).

02

Building Responsive Learning Environments

Based on what you learn, create a supportive online learning environment and establish or adjust systems and supports that prioritize equitable access, easy navigation of learning experiences, and ongoing formative assessment (Components 2a, 2c, and 3d).

03

Engaging Students in Learning

With these systems and structures as a foundation, plan and facilitate engaging and coherent instruction designed to meet students where they are in this moment (Components 1e, 3b, and 3c).

Planning: 1b, 1e, **Environment**: 2a, 2c, **Instruction**: 3b, 3c, 3d, **Professionalism**: 4c

Each of the eight components is presented on two pages.

The first page is descriptive and provides an explanation, including elements that help define the components.

The second page includes:

The General Layout of the Guide

Priorities
Our recommendations for where teachers should focus their time and energy, especially during the beginning of the school year. These are the most important things to get right this fall.

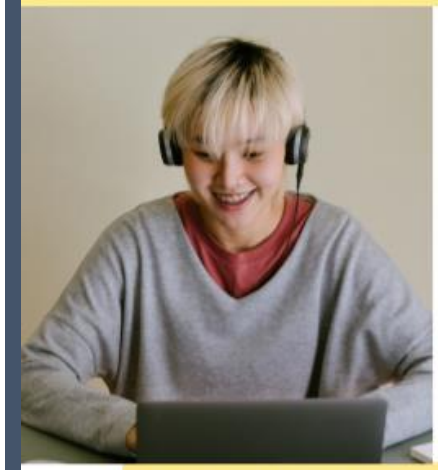
Start Here
A set of actions teachers can take immediately in order to set themselves and their students up for success.

Additional Strategies
Synchronous and Asynchronous approaches and suggestions for how to engage students and their families during distance learning.

ENGAGING STUDENTS IN LEARNING (3c)

Do learning experiences give each student the opportunity to do the learning and engage in ways that are challenging, authentic, and relevant?

- ✓ Learning experiences engage students intellectually, requiring them to think and collaborate.
- ✓ Learning experiences support curiosity, encourage critical thinking, and include multiple ways for students to engage and represent their ideas.
- ✓ Students take initiative to increase the challenge, complexity, relevance, and rigor of learning experiences.



In order for successful learning to occur for each student, intellectual engagement is a necessity. Knowledge of students, planning for instruction, assessment, routines and procedures, and other aspects of teachers' responsibilities are ultimately about creating opportunities for students to engage with content, with one another, and with their own learning and development process. Teachers must provide rich opportunities, promote teamwork, use engaging materials, and give students time to reflect on learning - especially in a virtual environment. Busy work, such as mindlessly filling in blanks on digital worksheets, is as unproductive in online learning as it is in person. In some cases, it may be more challenging to determine whether students are engaged in online learning experiences. The cues that teachers look for may be less obvious in online environments, and it may be easier for students to fade away. It is essential, therefore, that teachers use the myriad of online resources at their disposal to support student engagement.

Elements of Success

Rich Learning Experiences
Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement.

Collaboration and Teamwork
Student collaboration is a key component of learning and engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful.

Use of Instructional Materials and Resources
Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content.

Opportunities for Thinking and Reflection
Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding.

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PRIORITIES

- Encouraging multiple ways of interacting, multiple modes of accessing information, and multiple means of representing thinking.
- Making space for student choice and interest-driven learning across all subjects.
- Celebrating and sharing student creativity, curiosity, and resilience.
- Maintaining and modeling a learning stance on engaging through technology so students feel free to explore and improve their experience.
- Deviating from plan in the face of authentic student curiosity and initiative.

START HERE

- → Plan for individual and group projects that are purely interest based.
- → Audit your plans and assignments for points where students might be offered more choice.
- → Know your content "critical path" - what you must convey versus what you can hold lightly if spontaneous opportunities for student innovation appear.
- → Find a technology friend. Students will always adopt technology faster than adults, so have someone you can learn with when a new app or feature emerges that might further engage your students.

ADDITIONAL STRATEGIES

Synchronous Engagement

- → Take advantage of small group synchronous sessions to gauge student engagement.
- → Consider holding one-on-one meetings with students to dig into how they are engaging with asynchronous work.
- → Plan synchronous screen time using a combination of audio and visual cues such as infographics and videos.
- → As students engage in tasks or activities, consider how students will share their thinking and reasoning by chat, in an online document, or other written response.
- → Provide opportunities for students to partake in collaborative, inquiry-based research using websites or online articles.
- → Allow students to submit assignments in a variety of forms such as PowerPoint, Prezi, or pre-recorded segments.

Asynchronous Engagement

- → Create a choice board to provide both structure and choice. For instance, post the board on Monday, and give students until Friday to complete it, at which time you can have a discussion to reflect on the key ideas and an assessment.
- → Find or create interactive presentations that guide students through information, activities, and inquiry.
- → Use a tool or platform to create an opportunity for reflection by asking students to post at the end of their day. This builds accountability and ownership, while giving students a flexible way of sharing and synthesizing.

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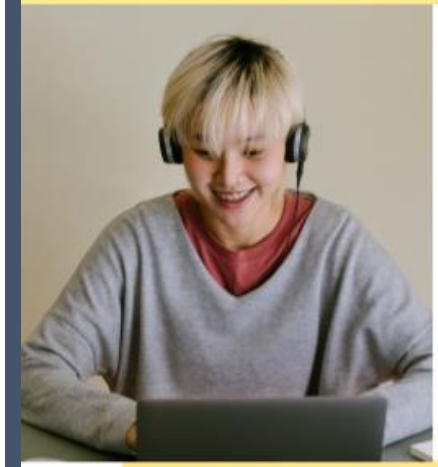

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REFLECTION

COMPONENT DESCRIPTION

ELEMENTS OF SUCCESS

PRIORITIES

START HERE

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ADDITIONAL STRATEGIES

Synchronous Engagement

- Use an app that supports backchannel conversations during class discussions - and also allows the conversation to continue when the synchronous learning ends.
- Utilize breakout rooms to prioritize small group discussions, which are typically more effective and engaging than whole-group discussions.
- When a student responds, encourage all students to write a comment or give a thumbs up/down to express agreement or disagreement and a reason.
- Give student facilitators opportunities to "share their screen" to show their work or explanations rather than verbalizing everything.

Asynchronous Engagement

- Create spaces for offline discussions: blogs, chat spaces on LMS, shared Google docs, etc.
- To support student autonomy, create sign-up sheets for informal discussion groups (via phone or video conference platforms) based on lesson or project assignments.
- Periodically send brief surveys or emails during the day that include questions written to prompt thinking and ask students to explain their reasoning.

Reflection Questions:

What are some best practice synchronous and asynchronous engagement strategies in your school?

What connections can be made to your school's examples and the provided additional strategies?

		in parts, but rushed or dragging in others.		
Possible Examples	• Students are able to fill out the worksheet without fully understanding what it's asking them to do.	• Students are asked to fill in a worksheet, following an established procedure. • There is a recognizable beginning, middle	• Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the	• Students are asked to write an essay "in the spirit of Hemingway." • A student asks whether they might remain

There are strengths to both approaches. Effective remote teaching requires a combination of both synchronous and asynchronous learning.

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- Ut wh dis
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A general question to ask…

“Could this live video chat be a recorded video instead?”

If the answer is yes…then a prerecorded video is a better option.

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Any of the type of communication you would do in-person that you are now doing with digital tools.

Key advantages of ***Synchronous***? Dynamic, interactive communication and the ability to create shared experiences together. Immediate responsiveness from teacher.

When to use?

- guided practice on a discrete skill incorporating immediate feedback on accuracy
- revisit difficult material
- address student challenges
- quick performance assessment with feedback in the moment
- small group brainstorming, planning, & decision-making
- deep dive into topic using class discussion to clarify misconceptions

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Teacher & student interactions occur at different times.

Key advantages of ***Asynchronous***?

Provides flexibility for learning. Allows learners to work at own speed to complete deadlines. High accessibility.

When to use?

- Direct instruction
- Introduce new ideas/concepts
- Students can easily re-watch/pause a video
- Promote peer collaboration
- Greater student agency
- Personalization ease

How might schools use supplemental resources to maximize the effectiveness of remote teaching?

Relative to remote teaching, …

➔What's working?

➔How might we capitalize on what's working well to support the practice of others?

VI. Principal Partnership Project (P3) Support

Paul Prater and Stacy Noah, Office of Educator Licensure and Effectiveness, Division of Educator Preparation and Certification, Kentucky Department of Education

Guiding Question: What topics for principal support might you suggest for future Principal Partnership Project professional learning events?

TEAM KENTUCKY

Upcoming P3 Support Opportunities

- ★ January 13, 2021 EdCamp: For Principals, By Principals
- ★ January 20, 2021 Introduction to the Remote Teaching Framework (NKCES) at 10:00 a.m. (ET)
- ★ 11th Initial Certified Evaluation Training on January 26-27, 2021
- ★ Coming in February/March…
  - Remote Teaching Part II
  - Supporting Resilience in Teachers and Students (with Dr. Damien Sweeney)
  - Conferencing with Teachers (6-Step Protocol)

Guiding Question: What topics for principal support might you suggest for future Principal Partnership Project professional learning events?

VII. Adjournment

*Next Meeting Date: March 16, 2021

*Link for Feedback Regarding Today's Meeting (click here)

Jenny Ray
Office of Educator Licensure and Effectiveness
Division of Educator Preparation and Certification
Kentucky Department of Education